



# RELATIONSHIP BETWEEN TEACHER CREATIVITY AND JOB SATISFACTION

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## ABSTRACT

The present study focused on the relationship between teacher creativity and job satisfaction among degree college lecturers in Vizianagaram district of Andhra Pradesh, India. The successfulness of any educational program basically depends on the right performance and acceptance of teacher community. This mainly depends on their satisfaction in their profession. The teacher in the present situation is facing various academic and administrative issues. The teacher creativity in relation to various professional, administrative, personal and societal aspects is involved in the teacher profession. The aspects teacher creativity and job satisfaction are conceptually independent and practically interdependent.

The data were collected from 146 lecturers working in 10 degree colleges of Vizianagaram district by way of standardized creativity scale developed by Undurthy (1990) and standardized job satisfaction scale by Rao (1986). The collected data were analyzed by Means, Standard Deviations, t-values and Co-efficient of correlation for testing the various hypotheses that are framed. Later the results were discussed and certain conclusions were drawn. On overall observation of the study some educational implications were given.

**KEY WORDS:** Teacher Creativity, Job satisfaction, Professional, Administrative, Personal, Societal aspects, Teaching Profession.

### Introduction:

Creativity is defined as the ability to bring something with existence, creativity is distinguished by novelty, originality and it's usually inventive. Creativity was believed to be human gift, a rare quality of distinguished individuals with inborn talent. Individual who is flexible in thought and action who can produce novel ideas, express his ideas fluently along with certain personality traits is said to be creative.

- Wallach and Kogan (1965) defined as creativity lies in producing more associations and are producing more that are unique.
- Levin (1978) defined as creativity is the ability to discover new solutions to problem or to produce new ideas, invention or works of art. It is a special form of thinking away of viewing the world and interacting with it in a manner different from that of the general population.
- Wilson Guilford and Christenson (1974) defined that the creative process is any process by which something new is produced an idea or an object including a new form or arrangement of old elements. The new creation must contribute to the solution of some problems.

The job satisfaction is the favorable situation towards the working environment. So there is an internal relationship between the teacher creativity and job satisfaction of an individual in a working environment.

Kauser (1986) identified that the multiple correlation between curiosity and intelligence, creativity, extraversion and neuroticism for different age groups indicated over all significant relationship.

Mehdi (2000) reported that the correlation between intelligence and creativity was significant but considerably low. Both boys and girls were creative seemed to be sociable.

Qureshi (1986) found that anxiety and the level of aspiration influenced creativity when the variables were varied systematically.

Agarwal (1991) in a study on job satisfaction of primary and secondary school teachers concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Teaching efficiency was studied by Agarwal (1988) on a sample of female teachers of primary schools and concluded that more effective teachers have problems of adjustment due to social factors while with less effective teachers have emotional problems were dominant.

While studying job satisfaction of graduate teachers in Coimbatore, Sekhar and Ranganathan (1988) found that most of the teachers were satisfied with their nature of work, personal policies, salary, personal achievement and their relationship with superiors and colleagues, working conditions in schools, appreciation of good work and job security.

Singh (1988) attempted to establish a relationship between teaching efficiency

and job satisfaction as also with socio-economic status and found a positive relationship.

The above studies have shown that there is an influence of job satisfaction with other psychological variables. Both creativity and job satisfaction are the important cognitive aspects of the individual.

### Problem:

The problem considered for the study was a study of relationship between teacher creativity and job satisfaction among degree college lecturers in Vizianagaram District, Andhra Pradesh, India.

### Variables:

The variables like gender (Male and Female), locality (Rural and Urban), Designation (lecturers and readers), age (Below 40 and above 40 yrs), experience (Below 15 and above 15 yrs), marital status (Married and unmarried) and type of management (Aided and unaided) were adopted for this study. The teacher creativity and job satisfaction are the dependent variables.

### Objectives:

- To study about the teacher creativity of lecturers among various variables.
- To study about the job satisfaction of lecturers among various variables.
- To study about the relationship of teacher creativity and job satisfaction of lecturers.

### Hypotheses:

- There are no significant differences between the variables in teacher creativity.
- There are no significant differences between the variables in job satisfaction.
- There is no significant relationship between teacher creativity and job satisfaction.

### Tools Used:

The preliminary information related to the Lecturers is in the first page of the questionnaire. Two standardized tools were used in the present study.

The teacher creativity scale was developed by Undurthy (1990) initially with 31 items. But it was re-standardized because it was constructed long back. In the re-standardization of the test, item analysis was conducted and 6 items are not significant and they were eliminated and finally 25 items were retained. The total items consisting of three dimensions viz. flexibility, originality and fluency aspects. Each item consisting of 5 options of giving responses viz. strongly agree, agree, undecided, disagree and strongly disagree and the scores will be allotted 5, 4, 3, 2 and 1 mark respectively. Hence the range of the total score in each questionnaire lies in between 25-125 and all the items in the tool are positive items.

The second scale used was teacher job satisfaction scale initially standardized by Rao (1986) and it also re-standardized. It is originally having 30 items and 5 items were eliminated in re-standardization. So the final test consisting of 25 items with 4 dimensions namely professional items, teaching and learning items, innovative items and items pertaining to inter-personal relations. The responses of each item in scale namely strongly agree, agree, undecided, disagree and strongly disagrees with having the scoring of 5, 4, 3, 2 and 1 mark respectively. All the items are positive and the range of score of each tool lies in between 25-125, and all the items are positive scored items.

#### Administration:

The two scales along with the preliminary information were collected from 10 degree colleges and proper instructions were given while the lectures are giving responses for the tools. Likewise, the data were collected from selected degree colleges from Vizianagaram District.

#### Sample:

The final sample selected for the study is 146 degree college lecturers. The sample consists of 89 male and 57 females, 54 rural and 92 urban, 99 lecturers and 47 readers, 53 are below 40 yrs and 93 above 40 yrs, 62 below 15 yrs experience and 84 above 15 yrs experience, 119 are married and 27 unmarried and 87 are aided and 59 are unaided lecturers constitute the sample of the present study. The sample is collected by way of random sampling method.

#### Statistical Procedures:

The statistics like means, standard deviations, t-values and correlations were calculated to test various hypotheses. The statistical procedures were followed by the procedures given in Guilford (1978) and Garret (1971).

#### Limitations of the study:

- The study is limited to Vizianagaram district only.
- The sample is limited and taken from the selected degree colleges by measuring few variables related to teacher creativity and job satisfaction.

#### Results and Discussion:

**Table 1**  
Comparison of Teacher Creativity across different variables

S.No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Male	89	98.29	18.23	2.05*
		Female	57	91.25	21.47	
2.	Locality	Rural	54	93.41	18.11	1.64
		Urban	92	97.85	17.27	
3.	Designation	Lectures	79	88.35	17.24	2.29*
		reader	47	96.14	18.61	
4.	Age	Below 40 yrs	53	90.41	17.89	2.32*
		Above 4 years	93	97.67	18.72	
5.	Experience	Below 15 yrs	62	96.78	17.95	1.97*
		Above 15 yrs	84	91.07	17.58	
6.	Marital Status	Married	119	97.84	17.13	1.85
		Un-married	27	90.72	18.26	
7	Type of Management	Aided	87	90.02	17.11	2.01*
		Unaided	59	95.87	17.28	

\*\* $P < 0.05$

The Mean, SD and t-values of different variables in relation to teacher creativity scores were tabulated in Table- 1. It is found that the variables gender, designation, age, experience and type of management are differed significantly. So the null hypotheses framed on these variables were rejected. The other variables locality, experience and marital status are not significantly differed. Hence the null hypotheses framed on these variables are accepted.

**Table 2**  
Comparison of Job satisfaction across different variables

S.No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Male	89	88.76	17.74	2.39*
		Female	57	81.39	18.47	
2.	Locality	Rural	54	82.79	17.62	1.71
		Urban	92	87.86	17.25	
3.	Designation	Lectures	79	89.74	17.16	1.92
		reader	47	83.65	17.32	
4.	Age	Below 40 yrs	53	87.65	17.39	1.60
		Above 4 years	93	82.91	17.06	

5.	Experience	Below 15 yrs	62	89.25	17.43	2.46*
		Above 15 yrs	84	82.11	17.29	
6.	Marital Status	Married	119	85.93	17.10	1.12
		Un-married	27	81.75	17.54	
7.	Type of Management	Aided	87	89.76	17.24	2.56*
		Unaided	59	82.32	17.31	

\*\* $P < 0.05$

The Mean values, SD values, and t-values of different variables in relation with the job satisfaction were tabulated in table- 2. It is found that the variables gender, experience and type of management are significantly differed. So the null hypotheses framed on these variables were rejected.

The other variables like locality, designation, age and marital states are not differed significantly. Hence the null hypotheses framed on these variables are accepted.

**Table 3**  
Relationship between Teacher creativity and Teacher job satisfaction

S.No.	Variable Category	N	r-value
1.	Teacher creativity	146	0.62**
2.	Job satisfaction	146	

The relationship between teacher creativity and teacher job satisfaction scores are tabulated in table: 3 It can be observed that the r-value is highly significant and positive. So the finding revealed that there is a high and positive relationship between teacher creativity and job satisfaction.

#### Conclusions:

- There are significant differences found between the variables of teacher creativity related to gender, designation, age, experience and type of management.
- There are significant differences found between the variables of job satisfaction related to gender, experience and type of management.
- There is positive and significant relationship between teacher creativity and teacher job satisfaction.

#### Educational Implications:

- The attention of academicians is needed to probe into the causes to achieve relationship between the above aspects so as to enhance the quality among the lecturers.
- There is a dire need to attend personnel and administrative problems of the teachers to create better environment in the degree colleges and class rooms so as to enhance the quality and creativity among the teacher community.
- The educational planners and administrators are needed to concentrate on their attention into the teacher professional problems at all levels to provide better education to the future generation.

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